

DOCUMENT RESUME

ED 299 980

IR 052 428

AUTHOR Douglas, Daphne
TITLE Training of Trainers.
INSTITUTION International Federation of Library Associations, The Hague (Netherlands).
PUB DATE Aug 87
NOTE 43p.; Paper presented at the International Federation of Library Associations (IFLA) Pre-Session Seminar on International Colloquium on Education and Training of Library, Information and Archival Personnel (London, England, August 10-14, 1987).
PUB TYPE Speeches/Conference Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Libraries; Archives; Competence; Developing Nations; Distance Education; Educational Background; *Employment Qualifications; Evaluation Criteria; *Faculty Development; Higher Education; *Information Science; *Library Education; *Library Schools; *Professional Continuing Education; Workshops
IDENTIFIERS Harmonization

ABSTRACT

Focusing primarily on library, information service, and archive school faculty, this paper discusses the significant implications of preparing the trainers in the information professions for performance commensurate with the demands of the field. Topics discussed include: (1) particular needs that must be met in preparing information professionals; (2) the criteria for trainers based on qualities and requirements for satisfactory performance as trainers; (3) staffing the educational institution with faculty members by identifying practitioners of long standing, with good experience, and/or identifying newer graduates, based on their promise during formal education; (4) the substance of training, including the aforementioned qualities and requirements, plus basic education, professional knowledge in information work, knowledge in supportive disciplines, pedagogic competence, research capabilities, and practical experience; (5) avenues of training, e.g., formal education and training, short courses, seminars, workshops, in-service training, self-directed study programs, and practical experience; and (6) evaluation of trainers through accreditation of the institution (United States) or programs (England) or individual evaluation. A 59-item bibliography and suggested criteria for evaluation are appended. (33 references) (CGD)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *



1987

PRES SESSION SEMINAR ON INTERNATIONAL
COLLOQUIUM ON EDUCATION AND TRAINING OF
LIBRARY, INFORMATION AND ARCHIVAL PERSONNEL.

LONDON 10-14 August 1987

155-PRESESSION-

8-E

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

ED299980

INTERNATIONAL COLLOQUIUM ON THE
HARMONISATION OF EDUCATION AND TRAINING
PROGRAMMES FOR LIBRARY, INFORMATION AND
ARCHIVAL PERSONNEL

9-15 August 1987

TRAINING OF TRAINERS

by

DAPHNE DOUGLAS

BEST COPY AVAILABLE

For internal use only:

(Si)

To be brought to meeting no:

Remarks:

to be presented orally ☐

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

A.L. Van Wesemael

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

IR052428

CONTENTS

	Page
INTRODUCTION	1
CRITERIA FOR TRAINERS	4
STAFFING THE EDUCATIONAL INSTITUTION	10
SUBSTANCE OF TRAINING	13
Basic education	14
Professional knowledge in information work	15
Knowledge in supportive disciplines	15
Pedagogic competence	16
Research capabilities	19
Management skills	21
Practical experience	22
AVENUES OF TRAINING	22
Formal education and training	22
Ad hoc courses, seminars, workshops, etc.	24
Professional school in-service training	26
Attachments and exchanges	26
Self-directed programmes of study	27
Practical experience	28
EVALUATION OF TRAINERS	29
CONCLUSION	30
REFERENCES	31
BIBLIOGRAPHY	34
APPENDIX	39

Daphne Douglas
TRAINING OF TRAINERS

ABSTRACT

The focus, in this presentation, centres on library, information science and archive school faculty, although education and training of trainers must also be directed at practioners. The rationale for special attention to be paid to the training of trainers derives from particular needs in preparing information professionals, from the volume and varying nature of the work which has to be covered, from the field-orientation of specialists and the problems these pose. The criteria for trainers is based upon "qualities" and requirements" for satisfactory performance as trainers and the reasons for including the items under these two headings are discussed. Ways of selecting faculty members include identifying practioners of long standing and with good experience but the problems of attracting such persons to the classroom are recognised. An alternative suggestion is for the identification and preparation of newer graduates, based on their promise during formal education. The substance of desirable training highlights the level of general education necessary, the professional grooming, the support of disciplines on the periphery of information work, management skills, pedagogic competence, research capabilities and practical experience. Six avenues of education and training are discussed and include formal education and training, short courses, seminars, workshops, etc., in-service training in the professional school, attachments and exchanges, self-directed programmes of study and practical experience. Special mention is made of distance teaching/learning and the obligation of the individual to take responsibility for updating and upgrading personal knowledge and competencies. A note is made of the need to evaluate trainers in order to identify the areas in which this is necessary. The paper ends with a comment on its relevance to the harmonization of the preparation of information professionals.

TRAINING OF TRAINERS

by

DAPHNE DOUGLAS

INTRODUCTION

"The ideal faculty member in a library school will have several advanced degrees along with ample practical experience in senior library positions. He will have strong research interests and will have published extensively. He will be broadly versed in all aspects of librarianship at the same time a specialist in at least one. He will have a personality congenial enough to attract students and yet not so wholesome as to repel colleagues. He will be a mover in the work of library associations. He will be an excellent teacher in the classroom and a wise counsellor in the office and committee room. He will be respected and active in the campus community and nationally known in his own discipline. He will be honest, industrious, flexible, profound, cooperative. He will be willing to take a position at the assistant professor rank and naturally expects to begin at the salary floor for that rank. He will, of course also be unidentifiable and unobtainable."(1)

Probably for developing countries the last sentence of Rothstein's paradigm is the most telling one. For even if the description of an acceptable if not ideal library school faculty member is reduced to a more workable definition, a number of problems regarding recruitment and performance would still exist. These problems are best solved by recognising what is the lacuna between personnel availability and acceptability and working towards lessening this gap.

The focus in this presentation centres on library, information science and archive school faculty in the university setting. It is in this context that one can begin to plan constructively for staff development, particularly in the area of performance and the achievement of what should be the objective of

education and training in the information professions. The university education and training faculty is the most influential component in the formation of workers for the field. They must be the main target for training. At the same time, practitioners should not be excluded from programmes since prospective faculty come from this group, even as part-time staff. In any case, the information worker is a perpetual 'teacher', both in terms of in-service training and teaching bibliographic skills to users.

There are different approaches possible in considering formal education for the information professions. Library Studies as a discipline is now well understood and firmly established in many university settings. The education and training of information scientists are less well defined, although firmly established in some universities. Being a younger grouping, they are still going through the usual apprentice-to-formal-education transition and experience is still, in some environments, a satisfactory basis for one to designate oneself as an information scientist. It seems to me that Archives has had a long history of apprenticeship as the basis of its training and although the discipline has been included for many years in formal education, one can never normally identify the form of education and/or training that has gone into a 'trained archivist' or a record's manager. Where formal education and training began to be provided, it was usually independently done but several library/information studies schools now offer Archive and Records Management programmes. Throughout this paper I use the term 'information studies' to cover the three areas, the harmonization of which is the business of this seminar.

If the acceptability of university-level education and training in this overall field is acknowledged, then it stands to reason that one should not be particularly concerned with training trainers since in the normal course of events, university approaches to the provision of faculty should take care of the provision. However, there are two main concerns which make it imperative that the matter be given consideration. One is the growing realization that university teaching can no longer be left in the hands of subject specialists without attention being paid to their instructional competence. Over the world, more and more attention is being given to fitting such people for the work they have to do. New investigations into cognitive styles and learning patterns have, for example, caused the challenging of the formal delivery of a written lecture by a variety of alternatives. The techniques of these alternatives have to be mastered in order for them to become competently applied. The formal written examination as a form of student assessment is another institution which is also being challenged. And for purely psychological reasons, students are beginning to perform badly because of built-in prejudices against the system. The other concern is that, particularly in developing countries, where the work of library, archive and information services development is at a crucial point, specialists are oriented largely to field performance. There is a massive amount of practical work to be done and less than ideal time is spent on professional development and academic-type growth. It is therefore not as easy to recruit teaching staff even though there

are outstanding field performers of the highest calibre. Once such persons find themselves in leadership roles at the centre of development, it is difficult to woo them away from their already prestigious positions to the environment of the classroom. It is necessary therefore, for identification, recruitment and development to be undertaken at another level. For developing countries, this may well be at a rather early stage in the career of an information studies graduate or student.

The question then surfaces, how does one set about the training of trainers? Josefa Sabor's contention in 1969 that "in the conventional and admittedly excellent works on education for librarianship, it is only rarely that a few pages are devoted to methodology and those are repeatedly characterized by hesitations, lamentations and vague proposals without it being easy to get any concrete help from them" is still true nearly twenty years later. (2) It is not only pedagogy that has to be addressed. There are other areas in the development of the overall competence and personality of the trainer, that are crucial to his/her performance as a creator-cum-motivator of the cadre of information specialists who take responsibility for the development of services in our countries.

CRITERIA FOR TRAINERS

What then should form the basis for the ideal trainer? I would assay to list two major groupings; one is called 'qualities' and the other 'requirements'. These are as follows:

Qualities:

- Leadership
- Good interpersonal relationships
- Professionalism
- Creativity, innovativeness and inquisitiveness
- Ambition
- Good communication skills
- Some proclivity to technological know-how
- Community/public service commitment

Requirements:

- A good basic general educational level
- Professional knowledge in information work
- General or specialist knowledge in supportive disciplines, e.g. computer science, linguistics, public relations, marketing
- Pedagogic competence
- Research capabilities
- Management skills
- Experience in the field of information services

It is to be expected that, at the start, most of the qualities and requirements will exist or be capable of being developed. Attention will have to be given to heightening the desirable qualities and advancing the requirements appropriately. In other words, for any trainer, where qualities and requirements are not fully met, steps to improve them should be taken.

There is little need to examine the reason for the qualities listed. The importance of most of them is self evident. However, what is not readily recognized is the influence which the trainer needs to exercise on the parturition of the new professional. This is aside from the academic input into his/her development. The training of an information specialist is ipso facto the training of a professional. It is the necessity to develop the professional mind to apply itself in creating climates and promoting situations for enhancing the use of information that makes

the training of the information professional require that more attention be given to the inculcation of sensitivity and insight in trainees. This they will need as they plan services and relate to their patrons in the practical sense. Almost one may say "the development of a sense of mission in promoting the public good and the self-realization of individuals" as Neal Harlow wrote as he created a set of possible objectives for library schools". (3) Indeed and in fact, he discussed a list of potential behavioral changes which a planned curriculum could be meant to bring about. He touches at the very heart of the matter in terms of attitudes and competencies which the professional needs to master in order to make possible the type of service he should render to his 'human' users, by means of the inanimate tools (books and other media), and facilities (buildings, equipment, budgets etc.) which he spends so much time learning about. But, and this is key, without this special influence in his training, these things may usurp the place of the patron in his priorities.

With nothing more than the experience of informal conversations with medical educators and students, it is my deduction that the newly graduated doctor has had significant interpersonal relationships in bedside tutorials and corridor encounters with experienced instructors dedicated to their professions; and already attitudes and skills have begun to be formalised as a grounding for the development of these professional personalities. In like manner, much can be done by information studies instructors to lay the foundations for the progressive, change-conscious creative thinking on the part of

trainees. This is what makes the principles of education and training for a profession distinct from a subject discipline.

But the burning question remains: how best to inculcate in the information studies educators an understanding of their function as role models and an appreciation of the need to develop in themselves the qualities which will make them of value in the production of their fellow professionals. Some of it they should have picked up themselves in their initial training for the profession, the rest must be assimilated in continuing education mode as they set about their preparation for this vital pursuit.

Some of the qualities are inborn, or may be inculcated at an early stage of life and no later influence can bring about their existence, or development. Information studies instructors should not be selected if these qualities are not present or if there is no evidence that they can be nurtured into full existence. I think of innovativeness, for example, and creativity, without which teaching will lack the appeal and freshness which commands attention and motivates students.

Regarding other qualities, good interpersonal relationships and communication techniques can be assimilated. The time is fast coming when the information professions will have no place for the person who says 'don't bother with me and computers, I am just not mechanically minded'. Information specialists will have to accept responsibility for the provision of information in whatever format it occurs and to spurn information retrieval activity unless it is in a paper-based format is out of the

question. Besides so much of information operations are based on information technology that this can only be ignored at the peril of one's career.

A special comment is necessary regarding community/public service. Within the university setting in developing countries, there is a high degree of national and regional financial support. In addition, as the writer has stated: "the body of knowledge as shared among staff [of library and information schools] must always be current and predictive and by research and influence faculty must stimulate change and advancement in library and documentation policies and practices". (4)

Together, these statements mean a few things. One is that governments who put money into university activities, in addition to formal education and training, expect community service from academic staff. The library community is an ideal setting for such service, especially since in most developing countries, library services are in large part funded from the same source. This is certainly true of the public libraries and the special libraries in government and quasi-government agencies.

Secondly, library, archive and information studies are together a comparatively new discipline in the university setting. Unless faculty seeks to integrate their institutions in the total system, they will remain on the periphery of activity. Information studies faculty must serve on university committees, must maintain a presence there because their education and training can cause them to make useful contributions to its work, particularly in management policies and decisions. Academic staff are notoriously poor managers and information studies educators

have the edge over the personnel in the traditional disciplines.

Thirdly, university professors who are "pushing at the edge of knowledge" (5) are ideally situated to act as resource persons and to provide direction to policy makers and planners. Kathleen Heim feels that their contributions through library associations do not meet public service adequately enough. (6) She suggests that this service lacks high quality and it is more in the diffusion of research findings that faculty members can make a real contribution in this way. One would not argue with the type of contribution that research activity can engender but one cannot ignore the powerful effect of faculty participation that is now possible with the setting up of national and regional information systems. No information studies school should lack representation on relevant controlling bodies as their total knowledge, including research findings, can be pressed into service. Faculties have to be aware of current developments and alternatives and must be intellectually alert. This places them in a strong advisory position.

Fourthly, and lastly, in the matter of continuing education, the expertise and resources at faculties' disposal make it imperative that they lead the way and involve themselves in programmes. The writer's paper on the role of library schools in this field provides a rationale and covers the areas which are pertinent. (7) The writer lists formal education and training, ad hoc courses, career guidance and counselling, provision of resources, services and research.

Turning to expert knowledge and competencies identified as requirements, the minimum with which the trainer should come to the field has been identified. If there is any recognised deficiency in any of the areas, this should constitute a state which calls for the training of trainers. This is the crux of the matter. If an educator can be identified who has the qualities and the requirements sufficient to undertake all tasks proficiently and well, then such a person is a step ahead. But in view of the fact that there is no static state, attention must be given at least to advancing each quality and each requirement to its optimum level over time.

STAFFING THE EDUCATIONAL INSTITUTION

It is axiomatic that 'planning' is emphasized in almost every phase in the training schools, yet in the administration of such institutions, less attention is paid to this activity particularly where it applies to staff development. Hamstrung by the problems of recruitment and the identification of suitable candidates for staff positions, 'the best of the bad lot' are 'given a chance' to prove themselves. There is urgent need to improve the approach in terms of canvassing, systematic recruitment and planned staff development.

In the first instance, it is important that training for pedagogic and other competences should not be reserved for existing staff only. To do this is to limit greatly the possible cadre from which selection may be made. Two valid arguments need to be borne in mind. One is that practising librarians, because they can be and are recruited to teach on a part-time basis ought to be given the opportunity to develop the qualities and require-

ments necessary for such activity. This has to be actively initiated since in the practical everyday world of the practicing librarian, the large majority, although they are intellectually able, find little or no time for the type of pursuits which would enhance their training capabilities. For one thing, the more capable are already responsible for two or three full time jobs wrapped up in their single appointment. They do little or no research, they neglect the academic component of their own education, they do not find the time to delve adequately into the literature, particularly that which will increase the currency of their knowledge. Even their practical work is highly coloured by in-house policies and practices in which the choice of alternatives plays a rather minor role, and the static nature, which the economics of changing systems promotes, binds them into a somewhat blinkered view. Hersfield says: "People generally do what they know how to do even when what they know how to do no longer serves any contemporary purpose". (8) The part-time lecturers in my own school attest to the fact that the thing they appreciate most is the necessity to keep abreast of knowledge in the courses they teach.

What this means on the whole is that practicing librarians unless they are particularly motivated do not have the time to prepare themselves for university teaching. But it is from this group, particularly because of their experience in the field, that at least some of the teaching staff should be recruited.

The other avenue is to identify and encourage the development of newly graduated alumni, those who have demonstrated the

abilities and promise as prospective good faculty members. These persons should be directed on to a career path which will probably end in a position on the staff of a professional school. These persons will utilize some of the systems set out in the following sections and if they are available, should be included in any general training in which they may be able to participate.

A deterrent to this, however, is the fact that recruitment procedures in most universities do not allow the education and training of possible prospective staff with the promise of employment at the end. Nor does the practice of teaching assistants and research fellows in some developed countries guarantee a teaching position as the outcome. It is my opinion that professionals who would enter academic training careers wish to be assured of such a result and are frustrated when a post is not at the end of the line. The utilization of junior posts, with the promise of ongoing employment linked with tenure, is a possibility. One thing must be ensured: the work load must allow for the proper development of the holders of such positions. In particular, sufficient time should be allowed for research and writing, just plain reading and attendance at workshops, seminars, etc. which will help with the achievement of the ultimate goal. In concept, such appointments ought really to be treated as if the posts are trainee posts and every opportunity should be afforded the holders to develop into as ideal faculty members as possible.

All the techniques of preparation as appropriate should be afforded to junior staff in information studies schools and to practising information specialists who have the potential. Not to

be forgotten are the older members of faculty who are bound to have some training needs as life-long education must be an integral part of every teacher's career even when one becomes a professor emeritus.

SUBSTANCE OF TRAINING

In discussing the substance of the training, I take first the items listed as qualities. Some of these are innate, but it is believed that some of them can be heightened by experience, example and training. Others can be improved by dint of teaching, even if it means time-consuming inductive methods. I know from my own experience that an introvert can work hard on his or her own reservedness and demonstrate extrovert qualities. I believe therefore that ideas about professionalism and leadership can be transferred to those who lack these qualities. Good interpersonal skills can be taught but, it is very hard to have them adopted by a person that has harsh tendencies. The same goes for a will to offer public service as this has to come from deep within the heart and is expressed in voluntary work, often at a cost to one's self and one's personal welfare.

Some might question my inclusion of ambition. I do not mean it in the negative sense which causes people to advance at the expense of others. But surely, the ultimate self driven achievements required of a teacher to turn out good students, to investigate in research mode, to write about the outcome and to provide leadership within the institution to his peers and his students, requires a certain amount of self confidence and self actualization. By practical experience and exposure, persons can

become au fait with information technology, to a point where it becomes a working factor in their professional lives.

So much for qualities, some of which have to be firmly established at the time of selection and others which may be implanted during the training process. Naturally, the more developed these are, the better, for less time and energy will have to be spent on their infusion.

I would now like to spend a little time on the requirements, that is, the areas in which trainers have to be competent or to be made competent if they are to perform at professional levels. Particularly in developing countries, graduates, especially archivists, tend to go right into managerial positions. These posts demand a level of performance which it is difficult for a new professional to display and great efforts have to be made to give them as much as possible in order to elevate their delivery of services. Each requirement is discussed.

Basic education

This is needed for two reasons. One is that professionals interface with users at all educational levels. Their ability to engage in exchanges has to be premised on a well-developed intellect and a fairly wide general knowledge basis. This is the reason why the North American professional education is at Masters level, thus allowing for general education to be taken to first degree level. The second reason lies in the nature of the content of the knowledge base required for information studies. Some concepts are difficult to grasp and impossible to assimilate without a highly developed intellect. Subject retrieval work for example, both classification and subject indexing, requires a

wide foundation of general knowledge in many areas and an understanding of different concepts upon which subject literature is based.

If a person starts out on a professional career and discovers a deficiency in any area, this has to be emended by study. Sometimes a person with a humanistic background finding his or herself in a science and technology field will identify a need to retrain in respect of scientific and technological knowledge and the literature of the field.

Professional knowledge in information work

This can be approached in three ways. First of all, there is the understanding of the nature of information, its manifestation and its use. Next comes the core or a wide basic coverage of all the areas embraced by the discipline. Finally, one needs to specialise and study a particular area or areas in depth. It is to be hoped that any recruit will have accomplished the first two approaches and it is in the area of the third that some topping up is usually necessary. At the same time however, it must be borne in mind that if one has not kept up with changes in concepts and practices, updating in all such areas will be necessary.

Knowledge in supportive disciplines

This is really an enhancement of the trainer's knowledge and competences and probably the one requirement which could be ignored, but only if enough material on pertinent topics were included in the education and training programmes. However study of supportive disciplines can have immeasurable benefits to the

trainer. In so far as it is found necessary, pursuit of competence in such areas is important. Some areas have been mentioned in other connections, so only one additional example will be given here. For the audio/visual instructor, study of educational technology is almost a must: so much more that relates to management of media would be gleaned and understood. Such a course would also be very useful to the plain instructor, who, following its successful completion, would be in a position to import new knowledge into the classroom to the benefit of overall performance.

Pedagogic competence

This is one of the weakest areas in the competence of the university teacher, unless such a person has been subjected to teacher education, or is a natural born teacher. But even in the latter case, all the possible methodologies may not be known. The last twenty years has seen significant strides in the greater incorporation of educational theories and innovations into information studies. Perhaps the 1968 Larry Earl Bone Volume on library education, specifically the articles by Irving Lieberman on non-print media and Paul Dunkin on teaching methods and the 1969 Josefa Sabor book on methods of teaching librarianship set the stage for this period of the better understanding of the lecture method and, more importantly, the introduction of imaginative alternatives which include the use of teaching/learning aids. (9),(10),(11),(12)

In comparatively recent years, university administrations have taken seriously the criticism that only in these educational institutions are lecturers not expected to have teacher training.

Several have planned programmes to improve this. Some have given mandates to their Faculties of Education to provide direction in this regard and more and more literature is appearing on the subject. An example of this interest is demonstrated by the recent Regional Workshop on the Training and Development of Higher Education Personnel held in San Jose, Costa Rica from the 20 to the 28 October, 1986. This was the second of its kind and was organized by the Regional Cooperative Network of Higher Education Institutions in Latin America and the Caribbean (REDESLAC), hosted by the University of Costa Rica and sponsored by Unesco. REDESLAC recognises the need for and is devoted to the improvement of teaching at the university level.(13) Regarding the appearance of literature, the University of Lancaster School of Education, for example, has put out a series of booklets Teaching in Higher Education Series. In the common foreword, C.F.Carter, the Vice Chancellor writes:

"This booklet is one of a series produced with the aid of a grant from the University Grants Committee... Universities and other institutions of higher education have traditionally accepted research and teaching as their principal functions... Till now little has been done for teaching". (14)

Many of these ideas and applications have been documented in the information studies literature. To cite a few at random, there is another Bone editorial work - Library School Teaching Methods which deals specifically with collection development (1969); another article, "Relating Instruction Methodology to

Library School Teaching" by Leiberman (1973); Thomas J. Galvin's The Case Study Method in Library Education (1973); Gerald Bramley's World Trends with chapters on traditional and innovative methods (1975) and Laurel A. Grotzinger's "Curriculum and Teaching Styles: Evolution of Pedagogical Patterns" (1986). (15), (16), (17), (18), (19). Side by side with this writing, the Journal of Education for Librarianship, now the Journal of Education for Library and Information Science has covered a wide range of writing on the topic. (20), (21)

I have deliberately left out two items from the foregoing list as I want to make special mention of their particular topic. One is Darlene E. Weingand's "Telecommunications Delivery of Education: A Comparison with the Traditional Classroom". (22) In this article he describes parallel teaching in the classroom and through a telecommunications system and comes up with the result that there is both a potential positive effect in regard to the latter method and the absence of a negative effect. Because of some limitations based on lack of controls, Weingand is cautious in his statement of findings. The other article is by Blaise Cronin and is entitled "The Electronic Academy". (23) He deals fully with Open Learning Systems and enlarges upon distance learning schemes, starting with the age-old correspondence courses and progressing to interactive video-supported telecommunications systems. He pays special attention to financial and material resources necessary and the possible design of systems in information studies. Distance teaching/learning probably has serious implications for information studies education.

What together these two articles indicate is that study and experimentation in this area is necessary and that educators must be prepared to deliver education and training by these means. And by preparation, what is meant is that they must have an understanding of the concepts involved and must master the techniques which are said to be quite different from face to face teaching. Supportive documentation needs to be identified and produced if not already available.

There is a growing opinion that distance teaching/learning answers some of the problems of preparing professionals particularly in developing countries where a number of limitations militate against the use of the more traditional methods of instruction. The possibilities affect untrained staff members in numbers who are potential professionals but who are without the possibility of attending formal education institutions. Also, the whole wide area of continuing education which is a most essential part of information studies would be better served.

Research capabilities

There are three sides to this requirement. Firstly there is the understanding of and learning about research, its methodology and its application. This should be a broad approach covering a range of concepts and techniques. I fear that much too much attention has been paid to the survey method, basically data gathering and analysis. There is so much more rewarding study in experimentation and in the newer techniques such as operations research with modelling and simulation. Without being fully aware of the full coverage of the field, educators cannot give the type of guidance necessary to would-be researchers. Nor are they able

to think up imaginative projects for execution.

The second side is actual research work in which the educator is compelled to be engaged. It is research which make any discipline dynamic and progressive and it is expected that educators will contribute to the knowledge base by research and publication. Some of the work done in this respect is traced in Targets for Research in Library Education edited by Harold Borko.

(24) Other reports should be covered in the ISORID (International Information System on Research and Documentation) database and in Current Research in Library in Library and Information Science.

(25), (26)

The third side which is implicit in some of the foregoing but which needs isolation for emphasis is the dissemination of the results of research findings. Coupled with this is the competence to evaluate this output. It is in the publisizing of findings and in providing opportunity for evaluation leading to acceptance and/or rejection, for scrutiny of methodology and even replication, that this activity will eventually enter into the knowledge base. In addition, research findings should have influence on the practical aspects of information work. It must be fed into the systems and because pure research often is highly theoretical and difficult to comprehend, there must be attempts at repackaging so that the technical and statistical matter, necessary for initial reporting, can be left off, and comprehensible offerings made available to the practicing information handler who wants guidance for application of new and proven theories and systems. Two items deal in good measure with

this topic: Robert G. Cheshier's "Research and the Practising Librarian" and the ASLIB booklet by Peter Lynam, Margaret Slater and Rennie Walker - Research and the Practitioner: Dissemination of Research Results within the Library-Information Profession.

(27), (28)

These three sides are indeterminately linked and cannot really be separated. The writer gives an overview in her paper The Sphere of the Librarian's Research which although addressed to practising librarians covers all the components mentioned. (29)

Management skills

The information studies educator is a manager for the programmes and courses for which he/she is responsible and a team manager for the institution. Without management skills, this person cannot participate fully in the advancement of the school, cannot engage efficiently in curriculum development and programme planning, cannot contribute intelligently to resource provision decisions or make worthwhile suggestions for priorities in budget expenditure or enter into the many decision-making and problem-solving activities with confidence. Within the classroom, this person has to plan delivery of course content, arrange programmes of visits, consultations and student assessments. He/she has to manage time and to deal with academic and non-academic staff: teaching and/or laboratory assistants and typists. It is impossible for the Dean or Head of a school to manage a teaching institution singly and the staff member who makes little or no input of this nature is grossly neglecting responsibilities to the institution, to the students and to him/herself.

Although information management is taught as a normal part of a information professional's education and training, it can be supported by the more general 'management studies' and the educator must learn to apply the theories and techniques not only in an information service but also in the training institution.

Practical experience

I will not dwell upon this requirement since its importance is all too evident. I will make two points: one, that it must cover as wide an area as possible laterally in terms of services, types of libraries and users. Secondly, it must be hierarchical in scope. In other words, familiarity with the different levels of work from routine duties to the highest managerial positions is necessary if the educator is to bring a breadth of vision and know-how to the subjects he teaches.

AVENUES OF TRAINING

Six ways in which trainers may attempt to achieve competence are discussed here following:

Formal education and training

In North America, advancing to the doctoral level is the normal avenue for library and information school staff members. The competencies achieved by this is however doubtful. Certainly one's subject knowledge should be reinforced and one's research abilities enhanced. For developing countries, one considers if this is the best way to spend four years in the production of a teaching staff member. One asks the question: does the 'learning more and more about less and less' syndrome produce the best professors? Can formal education and training have greater

effect if planned in another way? Should an advanced masters or an advanced certificate, well conceived and planned, have greater effect? Would two or three degrees at this level, which could include teaching qualifications and supportive disciplines such as business administration or even history for the archivist or computer science increase the basic competence of information studies educators? Is the Ph.D. degree the only level at which students can master the understanding and technique of research? Or does it merely cement one type of research methodology only? I believe that formal education followed to its highest level should be the goal of the educator, but I do not believe that this avenue should be followed willy-nilly because it is the thing to do. I believe that a well-planned career should take into consideration the needs of the person and the specialization. There must be cases where parallel degrees could have far greater effect than sequential developmental ones.

The reading of courses in formal programmes as specially-admitted students or as auditors is one other way in which to increase subject knowledge. If the courses are based on current material, and they should be, trainers can extend or update their knowledge. A computer appreciation course taken in 1987 should be quite different from one taken in 1977. The limit placed by curricula and timeframes upon material covered in a degree programme is great. Examination of any programme makes this obvious especially in a first professional education and training programme. No area is comprehensively covered and there are always additional courses which could be followed with great benefit. In addition, as the information basic to information

handling expands, the core seems to increase. It is my opinion that soon information studies students will, like the medical students, cover only core with little or no options in their first formal education and training and it will be left to subsequent programmes to handle specializations. I found this to be very true a few years back when, with an archivist, I attempted to design a curriculum of initial training for archivists and record managers.

Ad hoc courses, seminars, workshops, etc.

The avenue of ad hoc courses, seminars, workshops, what have you, needs only to be stated in general terms. Surely for all areas of developing qualities and expert knowledge and techniques, this is one of the most flexible routes. They are particularly useful in developing qualities, because a high degree of participation is possible and self-analysis and understanding can be encouraged to a far greater extent than in formal classes. Theory and practical experiences can be bound together and courses can be designed for specific needs.

Here also can be invoked many of the newer teaching methods and use of instructional materials and media with which the trainer needs to be familiar. Participants will see them in demonstration modes and might probably be allowed to experiment with those that are introduced.

In terms of content and intent, therefore, ad hoc courses may be used to develop personal qualities and competencies, to extend subject knowledge, to introduce or expand teaching concepts and methods; all these either individually or in

combination. Also, such ad hoc courses need not be restricted to the information field, as there is much to be gained from a more pervasive approach.

International courses have been mounted expressly for teachers of librarianship. The special application of these are so valuable that I quote two instances. In the 1960s and early 1970s, Unesco in collaboration with the Danish School of Librarianship mounted such courses in a series of biennial offerings. They lasted four months. The one I attended ran from August to November, 1968. In addition to lectures on didactics, various subjects and suggested content and methods were introduced. As a then practising librarian, not following professional literature to any great extent, it was there that I got my introduction to the Anglo-American Cataloguing Rules, first edition. As a group, participants were taken on visits to all the Scandinavian countries including Greater Denmark and saw libraries and library schools in each country. This experience formed a part of the basis of my teaching career and stood me in good stead when I applied for the lectureship position in the Department of Library Studies, University of the West Indies where I am now employed.

Another example is the International Seminar on Advanced Information Work for teachers and workers in the Information field which was held in Graz and Uelm, Austria from 9 May to 3 June, 1983. It was organized by the Austrian Federal Ministry of Science and Research and the Austrian Federal Chancellery and sponsored jointly by Unesco and IFLA. "The purpose of the Seminar was to introduce new developments and advanced modern new practices in library and information science to the experienced

teachers and persons involved in training and education programmes in library and information studies, especially those from developing countries". (30) The idea of training the practising librarian as a trainer surfaced in this instance.

Professional school inservice training

There is no greater foundation for training the trainer than that found in carefully laid plans within the training institution. The more experienced persons can provide a leadership role and by influence and guidance born in discussion and expositions direct the path of the not so experienced. This can be formalized by the adoption of the apprentice system as U.L.Coughlin names it. (31) However, this requires, as she says, the allocation of time to both teacher and trainee. A less formal relationship will touch a wider grouping of both sets of persons. The influence and guidance of the new staff member on the long standing one is not to be ignored. This can be very useful, especially if the newer member comes with some knowledge and competencies that are not already widely dispersed in the institution. It is for this reason that I suggest exchange of ideas and methods based on staff presentations and opportunities to pass on knowledge. Sometimes, even something gleaned from the literature which has not been seen by others is worth noting and discussing in a staff gathering.

Attachments and exchanges

As a development of the foregoing idea, instructors can be trained in alternative environments. This is especially useful where expertise is not duplicated in the holding institution.

For example, a staff member who is to develop audio/visual courses, although knowing the subject, benefits by an attachment in an institution which has a well-developed unit in this area. This person will interact with the experienced instructors and observe the materials and equipment already assembled for such a purpose. Exchanges come under this approach but one-to-one arrangements are difficult to institute and independent attachments are easier. Later, when practical experience is addressed, one may consider this method of reinforcing that type of exposure.

Self directed programmes of study

Next, I present the avenue of self-directed study programmes. I believe would-be and existing trainers should take responsibility for their own advancement. Information specialists talk glibly about life-long learning and the place of the information service in its support. We expect people to come to the library to learn on their own initiative. We call the library the poor man's school, yet we fail to utilize this same service when the need is ours. And we are all better equipped to use it than most since we know all about identifying and retrieving information. We teach our users about retrospective and current searches, about current awareness services, and about selective dissemination of information. We conduct the most competent reference interviews. We go to great pains in on-line searching to get users exactly what they want, near perfect recall and precision. Yet what we expect them to do with the product, we do not do for ourselves when it comes to our own information needs as teachers. How do we recognise what these

needs are and how do we use information services to satisfy them? One thing that is necessary in the training of trainers is to influence them to be aware of the gaps in their knowledge, skills and competencies and to be able to help themselves to bridge these gaps. Malcolm Knowles' book entitled Self-directed learning gives some clues in the matter. (32).

Practical experience

There are times when the deficiency in preparation lies in the lack of broad and far-reaching experience in the delivery of information services. This can be the case when a bright graduate is groomed for a staff position. Such a person may be intellectually able and may have mastered the academic requirements but needs to know more about working in the actual field. As all teaching should be presented with the information user clearly in the forefront of objectives and rationale, to know how information services actually work and what are the problems associated with real life situations puts the trainer in the best position to elaborate the case to the students. Often what is necessary is environmental exposure. This is particularly true of a teacher coming out of a highly sophisticated service to teach in an area where the infrastructure is not in place and many of the circumstances taken for granted during the training just do not exist.

For these persons, orientation through field experience is essential and must form a part of their training. Here more than ever the practicing librarian/information specialist/archivist becomes the crucial person in the training of the trainer and

upon him or her will depend a satisfactory outcome of the activity.

EVALUATION OF TRAINERS

In North America, overall evaluation is achieved by the accreditation process. What is evaluated is the institution. Naturally, the individual components including staff members contribute to this evaluation. In Great Britain, it is the programmes that are evaluated. Here also the individual lecturer contributes to the overall assessment as a component. But in both systems it is possible for a bad or incompetent lecturer to be overlooked.

Without individual evaluation, it is not possible to determine, in any real sense, the training needs of instructors. The work initiated by John A. Centra as cited and developed by Mary Kingsbury is a useful starting point in terms of criteria and sources for evaluation. (33) The appendix attached gives criteria used in her study for evaluating total faculty performance and sources of information for evaluating total faculty performance, teaching performance and scholarship/research performance.

On the North American scene, less attention is paid to public service, although a case is made for its importance. I believe that this would figure more largely for library schools in developing countries and this component would need to be developed more fully if adoption of these lists was planned for developing countries. For example, honours and awards from the profession are included in the scholarship/research sources but international, regional and even more importantly national recog-

niton and awards for service would be significant indicators of public service. As a matter of fact, no source for public service criteria is included in the listings. Also, the criteria and sources remain parochial with no attention paid to international or such other standing. Surely, executive involvement in say Unesco contracting or international seminars such as this is important evidence of performance and status. Nevertheless the lists together form a useful beginning.

CONCLUSION

It is appropriate that the conclusion of this paper should strike a note for the harmonization of education and training in the information professions. Nothing that has been included works against this concept. In point of fact, there is common ground for unified training of trainers, except where the presentation of topics peculiar to each area is concerned. It is in the specializations that separation is necessary, but this obtains within and outside each grouping. Training in utility-oriented courses such as automation or microfilming remains the same for all three professions. What has been discussed are the significant implications of making ready the trainers in the information professions for performance commensurate with the demands of the field.

REFERENCES

1. Rothstein, Samuel. "The ideal Faculty member - Qualifications and Experience" Journal of Education for Librarianship, 7(2), Summer, 1966, p. 65.
2. Sabor, Josefa E. Methods of Teaching Librarianship. Paris : Unesco, 1969. 145p.
3. Harlow, Neal. "Designs on the Curriculum" Education for Librarianship: the design of the Curriculum of Library Schools, edited by Herbert Goldhor. Champaign, Ill. : University of Illinois, 1971. p.7.
4. Douglas, Daphne. Library and Documentation Services in Jamaica: Paper presented at the Eighth Annual Conference of the Association of University and Research Libraries, Kingston, Jamaica, 24-29 October, 1976. (Typescript) p. 4.
5. Boyd, Robert D. "General Principles of Teaching at the University Level". International Conference on Education for Librarianship (1967 : University of Illinois). Education for Librarianship: an International Survey, edited by Larry Earl Bone. Champaign, Ill. : University of Illinois, 1968. p.239.
6. Heim, Kathleen M. "Dimensions of Faculty Public Service: a Policy Science Approach to Questions of Information Provision". Journal of Education for Library and Information Science, 26(3), Winter, 1986, p. 15.
7. Douglas, Daphne. The Role of the Library School in Continuing Education, with special reference to Developing Countries: Paper presented at the Seventeenth Annual Conference of the Association University, Research and Institutional Libraries, St. Croix, Virgin Islands of the United States, 4-10 May, 1986. (Typescript) 9 leaves.
8. Hershfield, A.F. Effecting Change in Library Education. Syracuse, N.Y. : Syracuse University, 1973. 1-54p. bound with: Taylor, R.S. Curriculum Design for Library and Information Science. 56-87p.
9. International Conference on Librarianship (1967 : University of Illinois). Library Education: an International Survey, edited by Larry Earl Bone. Champaign, Ill. : University of Illinois, 1968. 388p.

10. Lieberman, Irving. "The Use of Non-print Media in Library School Instruction". International Conference on Education for Librarianship (1967 : University of Illinois). Library Education: an International Survey, edited by Larry Earl Bone. Champaign, Ill. : University of Illinois, 1968. pp.247-272.
11. Dunkin, Larry. "Good Teaching Methods in Library School Instruction". International Conference on Education for Librarianship (1967 : University of Illinois). Education for Librarianship: an International Survey, edited by Larry Earl Bone. Champaign, Ill. : University of Illinois, 1968. pp. 273-288.
12. Sabor, Josefa E. Methods of Teaching Librarianship. Paris : Unesco, 1969. p. 66.
13. Evans, Hyacinth. Report on the Regional Workshop on the Training and Development of Higher Education Personnel held in San Jose, Costa Rica, October 20-28, 1986. (Typescript) 5 leaves.
14. Teaching in Higher Education Series: Suggestions for the Consideration of Lecturers and others concerned with Teaching in Higher Education. Bailrigg, Lan. : School of Education, University of Lancaster, 1977. var.paging. Contents: 1. Cockburn, Barbara and Ross, Alec. Lecturecraft; 2. -----. Why Lecture; 3. -----. Working together; 4. -----. Participatory Discussion; 5. -----. A Kind of Learning; 6. -----. Patterns and Procedures; 7. -----. Inside Assessment; 8. -----. Essays; 9. Matthews, John. The Use of Objective Tests.
15. Library School Teaching Methods: Courses in the Selection of Adult Material, edited by Larry Earl Bone. Champaign, Ill. : University of Illinois, 1969. 137p.
16. Lieberman, Irving. "Relating Instructional Methodology to Teaching in Library Schools". Targets for Research in Library Education, edited by Harold Borko. Chicago, Ill. : ALA, 1973. pp.65-85.
17. Galvin, Thomas J. The Case Study Method in Library Education. Metuchen, N.J. : Scarecrow, 1973. 288p.
18. Bramley, Gerald. World Trends in Library Education. London : Bingley, 1975. 234p.
19. Grotzinger, Laurel A. "Curriculum and Teaching Styles: Evolution of Pedagogic Patterns". Library Trends 34(3), Winter, 1986, pp.451-458.

20. Journal of Education for Librarianship, Vol. 1, No. 1, Summer, 1960-Vol. 24, No. 4, Spring, 1984. State College, Pa. : AALS, 1960-1984.
21. Journal of Education for Library and Information Science, Vol. 25, No. 1, Summer, 1984- . State College, Pa. : ALISE, 1984- .
22. Weingand, Darlene E. "Telecommunications Delivery of Education: Comparison with the Traditional Classroom." Journal of Library and Information Science, 25(1), Summer, 1984, pp. 3-12.
23. Cronin, Blaise. "The Electronic Academy". ASLIB Proceedings, 36(9), September, 1984. pp. 345-366.
24. Targets for Research in Library Education, edited by Harold Borko. Chicago, Ill., ALA, 1973. 239p.
25. "ISORID: International Information System on Research in Documentation". IFLA Journal, 7(4), 1981, p.414.
26. Current Research in Library and Information Science. Vol. 1, No. 1, 1983- . London : LA, 1983- .
27. Cheshier, Robert G. "Research and the Practising Librarian". Journal of Education for Librarianship. 20(2), Fall, 1979, pp. 142-148.
28. Lynam, Peter, Slater, Margaret and Walker, Rennie. Research and the Practitioner: Dissemination of Research within the Library-Information Profession. London : Aslib, 1982. (Aslib Occasional Publications, No: 27) 83p.
29. Douglas, Daphne. The Sphere of the Librarians' Research: Paper presented at the Fourteen Annual Conference of the Caribbean University, Research and Institutional Libraries, Oranjestad, Aruba, 17-22 April, 1983. (Typescript) 15 leaves.
30. Chopra, Hans Raj. "UNISIST/FID/IFLA International School for Teachers and Workers in the Information Field". IFLA Journal, 10(1), 1984, pp. 95-97.
31. Coughlin, U.L. "Improving Library School Teaching" International Conference on Education for Librarianship (1967 : University of Illinois). Education for Librarianship: an International Survey, edited by Larry Earl Bone. Champaign, Ill. : University of Illinois, 1968. pp. 289-316.
32. Knowles, Malcolm S. Self-Directed Learning: Guide for Learners and Teachers, New York: Cambridge Book Co., 1975.
33. Kingsbury, Mary. "How Library Schools evaluate Faculty Performance". Journal of Education for Librarianship, 22(4), Spring, 1982, pp. 219-238.

BIBLIOGRAPHY

- Barlow, Richard and Green, Andrew. "Practitioners as Lecturers" Journal of Librarianship, 18(3), July, 1986, pp.165-179.
- Biggs, Mary. "Who/What/Why should a Library Educator be?". Journal of Education for Library and Information Science, 25(4), Spring, 1985, pp.262-278.
- Boyd, Robert D. "General Principles of Teaching at the University Level". International Conference on Education for Librarianship (1967 : University of Illinois). Education for Librarianship: an International Survey, edited by Larry Earl Bone. Champaign, Ill. : University of Illinois, 1968. pp.
- Bramley, Gerald. World Trends in Library Education. London : Bingley, 1975. 234p.
- Budd, John. "Another View of Reality: a Response to David Peele". Journal of Academic Librarianship, 10(5), November, 1984, p. 271.
- Budd, John. "Librarians are Teachers". Library Journal, 107(18), October 15, 1982, p.1944-1946.
- Cheshier, Robert G. "Research and the Practising Librarian". Journal of Education for Librarianship. 20(2), Fall, 1979, pp. 142-148.
- Chopra, Hans Raj. "UNISIST/FID/IFLA International School for Teachers and Workers in the Information Field". IFLA Journal, 10(1), 1984, pp. 95-97.
- Cook, Michael. The Education and Training of Archivists: Status Report of Archival Training Programmes and Assessment of Manpower Needs. Paris : Unesco, 1979. (Unesco PGI/79/CONF.604/COL.2) 71p.
- Cook, Michael. Guidelines on Curriculum Development in Information Technology for Librarians, Documentalists and Archivists. Paris : Unesco, 1986. (PGI-86/WS/26) 123p.
- Cook, Michael. Guidelines for Curriculum Development and the Administration of Modern Archives: a RAMP study. Paris : Unesco, 1982. (Unesco PGI-82/WS/16) 74p.
- Coughlin, U.L. "Improving Library School Teaching" International Conference on Education for Librarianship (1967 : University of Illinois). Education for Librarianship: an International Survey, edited by Larry Earl Bone. Champaign, Ill. : University of Illinois, 1968. pp. 289-316.

- Cronin, Blaise. "The Electronic Academy". ASLIB Proceedings, 36(9), September, 1984. pp. 345-366.
- Current Research in Library and Information Science.
Vol. 1, No. 1, 1983- . London : LA, 1983- .
- Danton, J. Periam. "The Library Educator". Education for Librarianship, edited by Bernard Berelson. Chicago : ALA, 1949.
- Davinson, D. and Roberts, N. "Curricula in Schools of Librarianship and Information Studies: an Investigation of Constraints and Possibilities" Journal of Documentation, 41(), 1985, pp. 156-164.
- Dean, John. Planning Library Education Programmes: a study of the Problems involved in the Management and Operation of Library Schools in Developing Countries. London : Deutsch, 1972. 137p.
- Douglas, Daphne. Library and Documentation Services in Jamaica: Paper presented at the Eighth Annual Conference of the Association of University and Research Libraries, Kingston, Jamaica, 24-29 October, 1976. (Typescript) 20 leaves.
- Douglas, Daphne. The Role of the Library School in Continuing Education, with special reference to Developing Countries: Paper presented at the Seventeenth Annual Conference of the Association University, Research and Institutional Libraries, St. Croix, Virgin Islands of the United States, 4-10 May, 1986. (Typescript) 9 leaves.
- Douglas, Daphne. The Sphere of the Librarians' Research: Paper presented at the Fourteen Annual Conference of the Caribbean University, Research and Institutional Libraries, Oranjestad, Aruba, 17-22 April, 1983. (Typescript) 15 leaves.
- Dunkin, Larry. "Good Teaching Methods in Library School Instruction". International Conference on Education for Librarianship (1967 : University of Illinois). Education for Librarianship: an International Survey, edited by Larry Earl Bone. Champaign, Ill. : University of Illinois, 1968. pp. 273-288.
- Durrance, Joan C. "Library Schools and Continuing Education: the De Facto Role and the Factors influencing it". Library Trends, 34(4), Spring, 1986, pp.679-696.
- Evans, Hyacinth. Report on the Regional Workshop on the Training and Development of Higher Education Personnel held in San Jose, Costa Rica, October 20-28, 1986. (Typescript) 5 leaves.

- Fishbein, M.H. A Model Curriculum for the Education and Training of Archivists in Automation: a RAMP study.
Paris : Unesco, 1985. 33p.
- Galvin, Thomas J. The Case Study Method in Library Education.
Metuchen, N.J. : Scarecrow, 1973. 288p.
- Grotzinger, Laurel A. "Curriculum and Teaching Styles: Evolution of Pedagogic Patterns". Library Trends, 34(3), Winter, 1986, pp. 451-468.
- Grotzinger, Laurel A. "Faculty Duties and Responsibilities". The Administrative Aspects of Education for Librarianship: a Symposium, edited by Mary B. Cassata and Herman L. Totten. Metuchen, N.J. : Scarecrow, 1975. pp. 183-198.
- Harlow, Neal. "Designs on the Curriculum" Education for Librarianship: the design of the Curriculum of Library Schools, edited by Herbert Goldhor. Champaign, Ill. : University of Illinois, 1971.
- Heim, Kathleen M. "The Changing Faculty Mandate". Library Trends, 34(4), Spring, 1984, pp. 581-606.
- Heim, Kathleen M. "Dimensions of Faculty Public Service: a Policy Science Approach to Questions of Information Provision". Journal of Education for Library and Information Science, 26(3), Winter, 1986, pp. 154-164.
- Hershfield, A.F. Effecting Change in Library Education.
Syracuse, N.Y. : Syracuse University, 1973. 1-54p.
bound with: Taylor, R.S. Curriculum Design for Library and Information Science. 56-87p.
- International Conference on Librarianship (1967 : University of Illinois). Library Education: an International Survey, edited by Larry Earl Bone. Champaign, Ill. : University of Illinois, 1968. 388p.
- "ISORID: International Information System on Research in Documentation". IFLA Journal, 7(4), 1981, p.414.
- Jahoda, Gerald. "The Integration of Information Science and Library Automation into the Library School Program". Targets for Research in Library Education, edited by Harold Borko. Chicago, Ill. : ALA, 1973. pp. 49-64.
- Journal of Education for Librarianship, Vol. 1, No. 1, Summer, 1960-Vol. 24, No. 4, Spring, 1984. State College, Pa. : AALS, 1960-1984.
- Journal of Education for Library and Information Science, Vol. 25, No. 1, Summer, 1984- . State College, Pa. : ALISE, 1984- .

- Kingsbury, Mary. "How Library Schools evaluate Faculty Performance". Journal of Education for Librarianship, 22(4), Spring, 1982, pp. 219-238.
- Knowles, Malcolm S. Self-Directed Learning: Guide for Learners and Teachers, New York: Cambridge Book Co., 1975.
- Library School Teaching Methods: Courses in the Selection of Adult Material, edited by Larry Earl Bone. Champaign, Ill. : University of Illinois, 1969. 137p.
- Lieberman, Irving. "Relating Instructional Methodology to Teaching in Library Schools". Targets for Research in Library Education, edited by Harold Borko. Chicago, Ill. : ALA, 1973. pp.65-85.
- Lieberman, Irving. "The Use of Non-print Media in Library School Instruction". International Conference on Education for Librarianship (1967 : University of Illinois). Library Education: an International Survey, edited by Larry Earl Bone. Champaign, Ill. : University of Illinois, 1968. pp.247-272.
- Lynam, Peter, Slater, Margaret and Walker, Rennie. Research and the Practitioner: Dissemination of Research within the Library-Information Profession. London : Aslib, 1982. (Aslib Occasional Publications, No: 27) 83p.
- McMullen, Hayes. "The Place of Research in Library Schools". International Conference on Librarianship (1967 : University of Illinois). Library Education: an International Survey, edited by Larry Earl Bone. Champaign, Ill. : University of Illinois, 1968. pp. 345-372.
- Metzer, Philip. "Overview of Teaching Materials". Library Trends, 34(3), Winter, 1986, pp. 469-488.
- Morehead, Joe. Theory and Practice in Library Education: The Teaching-Learning Process. Littleton, Col. : Libraries Unlimited, 1980.
- Peele, David. "Librarians as Teachers: some Reality, mostly Myths" Journal of Academic Librarianship, 10(5), November, 1984, pp.267-270.
- Rothstein, Samuel. "The ideal Faculty member - Qualifications and Experience" Journal of Education for Librarianship, 7(2), Summer, 1966, pp. 65-70.
- Sabor, Josefa E. Methods of Teaching Librarianship. Paris : Unesco, 1969. 145p.

- Saunders, W.L. Guidelines for Curriculum Development in Information Studies, Paris : Unesco, 1978. (Unesco PGI-78/WS/27) 38p.
- Stone, Elizabeth. "The Growth of Continuing Education" Library Trends, 34(3), Winter, 1986, pp. 489-513.
- Stone, Elizabeth. "Role of the Academic Institution in Continuing Education" The Administrative Aspects of for Librarianship: a Symposium, edited by Mary B. Cassata and Herman L. Totten. Metuchen, N.J., Scarecrow, 1975. pp. 104-122.
- Swan, John "Librarians are still Teachers: a Study of an Organization Fiction". Library Quarterly, 49(2), April, 1983, p. 155.
- Targets for Research in Library Education, edited by Harold Borko. Chicago, Ill., ALA, 1973. 239p.
- Teaching in Higher Education Series: Suggestions for the Consideration of Lecturers and others concerned with Teaching in Higher Education. Bailrigg, Lan. : School of Education, University of Lancaster, 1977. var.paging. Contents: 1. Cockburn, Barbara and Ross, Alec. Lecturecraft; 2. -----. Why Lecture; 3. -----. Working together; 4. -----. Participatory Discussion; 5. -----. A Kind of Learning; 6. -----. Patterns and Procedures; 7. -----. Inside Assessment; 8. -----. Essays; 9. Matthews, John. The Use of Objective Tests.
- Thompson, Anthony H. Guide to the production and use of Audio-visual Aids in Library and Information Science Teaching. Paris : Unesco, 1983. (PGI-83/WS/17) 125p.
- Weingand, Darlene E. "Telecommunications Delivery of Education: Comparison with the Traditional Classroom. Journal of Library and Information Science, 25(1), Summer, 1984, pp. 3-12.
- White, Brenda. Directory of Audio-Visual Materials for Use in Records Management and Archive Training. Paris : Unesco, 1982. (Unesco PGI/82/WS/8) 71p.
- White, Herbert S. "The Future of Library and Information Science Education". Journal of Education for Library and Information Science, 26(3), Winter, 1986, pp. 174-182.
- Wilson, Pauline. "Librarians as Teachers: the Study of Organization Fiction". Library Quarterly, 49(2), April, 1979, pp.146-162.

Criteria for
evaluating
total
faculty
performance

Criteria
<i>Classroom Teaching</i>
<i>Research and Publications</i>
Number of Publications
Quality of Publications
Research and/or creative activity independent of publications
<i>Work with Students</i>
Supervision of student research including serving on master's doctoral committees
Student advising
<i>Service</i>
Campus committee work, service to college
Activity in professional societies (hold office, edit journal, etc.)
Public or community service
Consultation (government, business, etc.)
<i>Competing Job Offers</i>
<i>Personal</i>
Personality factors
Personal qualifications (academic degrees, professional experience, etc.)

Sources of
information
for evaluating
total faculty
and teaching
performance

Sources
<i>Ratings and Opinions</i>
Systematic student ratings
Informal student opinions
Alumni opinions or ratings
Colleague ratings based on classroom visits
Colleague opinions
<i>Evaluations</i>
Chairman/director or dean evaluation†
Chairman evaluation
Dean evaluation
Committee evaluation
Self-evaluation or report
<i>Student Performance</i>
Student exam performance
Long-term follow-up of student's performance
<i>Teaching</i>
Content of course syllabi and examinations
Popularity of elective courses (e.g., enrollment)
Video tape of classroom teaching
Teaching improvement activities (participation in workshops, in-service programs, etc.)

Kinds of information
used to evaluate
scholarship or
research

Kinds of Information
<i>Number of:</i>
Publications in all professional journals
Articles in quality journals
Unpublished papers or reports
Papers at professional meetings
Citations to published materials
Books as sole or senior author
Books as junior author or editor
Monographs or chapters in books
<i>Quality of Scholarly Research and Publications as Judged By:</i>
Peers at the institution
Peers at other institutions
Dean or department chairman†
Department chairman
Dean
Self-evaluations
<i>Grants or Funding Received</i>
<i>Referee or Editor of Professional Journal</i>
<i>Honors or Awards From Profession</i>

Source:

Kingsbury, Mary. "How Library Schools evaluate Faculty Performance" Journal of Education for Librarianship, 22(4), Spring, 1982, pp.226, 229, 232.